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ABSTRACT

Based on a literature review and interviews with administrators at five California community colleges, this report examines staff development efforts undertaken to improve the productivity of classroom instruction. Chapter I reviews the literature on staff development, considering the following issues: increasing demands for educational accountability; characteristics of cost-effective education; the changing emphasis in staff development from sabbatical leaves and publication requirements to teaching improvement; and the purposes of staff development. Chapter II presents case studies of institutional efforts undertaken to improve teacher productivity based on interviews with administrators from Columbia College, Victor Valley College, Mt. San Jacinto College, Saddleback College, and De Anza Community College. For each college, the case studies look at the type of staff development program in use and evaluate its effectiveness. Finally, Chapter III draws upon the case studies to identify and discuss the components of a successful staff development program, including: support from all members of the college community; adequate funding; minimization of faculty members' feeling of threat; and administrative evaluation and follow-up of the staff development efforts. (JP)

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AN INVESTIGATION OF STAFF DEVELOPMENT PROGRAMS ADDRESSING THE PROBLEM OF STAFF NON-PRODUCTIVITY IN THE CLASSROOM

A TERM PAPER

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR EDUCATION 706,

HISTORY, PHILOSOPHY, AND ROLE OF THE COMMUNITY COLLEGE

PRESENTED TO

DR. B. LAMAR JOHNSON

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INTRODUCTION

This paper attempts to examine present trends in dealing with the renewal of enthusiasm of staff in the classroom. With the teaching staff being at the heart of any institution, it is imperative that this segment of education receive a high priority.

Therefore, the purposes of this report are:

1. To identify selected California Community Colleges which have programs directed to the resolution of certificated staff non-productivity in the classroom.
2. To report plans identified in (1) above which are reported to be successful and to appraise the effectiveness of these programs.
3. To make recommendations for a community college staff development program addressing the problem of staff non-productivity in the classroom.

The study was developed through a review of the available literature on the subject and through interviews with leaders in five California Community Colleges.

This author is appreciative to the following community college leaders for their time and assistance in the development of the case study reports.

Mr. Lou Canter, Dean of Academic Instruction, Mt. San Jacinto Community College

Dr. Dean Cunningham, President, Columbia Community College

Dr. Milton Danielson, Dean of Instruction, Victor Valley Community College

Mr. Mike McHargue, Director of Learning Resources, De Anza Community College

Dr. Ron Steinke, Director of Student Services, Saddleback Community College, North Campus

CHAPTER 1

REVIEW OF THE LITERATURE

GENERAL HISTORY AND TYPICAL PROGRAMS IN STAFF DEVELOPMENT

Educators were delt a financial blow by the passage of Proposition 13. It was obvious from this rejection that the general public was rebelling against incompetence in our schools and from that point in time schools shall and will be held accountable. The rebellion has turned into an obsession on the part of the public to find out why education has not been productive. Why have college entrance scores been steadily declining? Why are reading and writing skills so poor throughout all of education? What the public wants is an increase in the quality of learning and personal growth, while educators begin to learn the aspects of cost effectiveness principles.

Cost effective education can be stated in the following seven elements:

1. lowering the cost of productivity in each educational unit
2. increasing the learning of students
3. making a staff more efficient
4. making education more accessible to a wide range of students
5. cutting attrition rates
6. increasing administrative efficiency
7. managing the physical plant more effectively, including the use of energy [1]

Personally, from this list, educational productivity should become more efficient with improved teaching techniques and methods. While methodology, which is mechanical and systematic is the easiest to program and distribute to teachers, the best approach incorporates the personal and professional strengths of each teacher. Among the possible learning systems the productive teacher may employ are the following:

1. The interactive dominant instruction system has clear goals and objectives. A specific instructors role and an objective plan for evaluation. Teachers and students work together in facilitating and evaluating learning. Audio visual and written media are employed.

2. The guide design system employs models of thinking relating to basic human problems. In groups of three to seven, students advance through various decision making steps in tutorial style.

3. The systems approach involves pretests sequenced learning stages and pretest levels of acceptable learning. It is very cost effective and lends itself to mechanization, but can diminish the teacher's role. Schools and colleges that employ these models have had the acceptance and dedication of involved teachers, which is the real key to achievement.[2]

Teachers promote productivity. Their support can be best elicited by working toward changing methods step-by-step--not by a radical and sudden conversion.

As one looks to the community colleges, the need for increased productivity is essential in this era of accountability for the institutions to survive. For this survival, community colleges must have a clear sense of its own mission and articulate it clearly to the public and other institutions. Insufficient attention has been given to the employment needs of communities, which today is one of the major purposes of today's community colleges. New vocational technical programs are often begun without adequate quality control. More concern should be given to

teaching staffs, especially those that are over producers and, on the other hand, those that are non-producers. Contemporary faculty development has its immediate antecedents in the 1950s. Sabbatical leave programs, travel money for faculty attendance at professional meetings, release time to complete higher degrees, faculty retreats, and encouragement to publish have been long-standing practices in higher education.[3] It wasn't until the 1970s that the coordination of traditional and newly conceived faculty development activities, designed to make college teaching more successful and satisfying for all involved. Two national conferences marked the beginnings of national network of practitioners and experts.[4] By 1974, the Council for the Advancement of Small Colleges had recognized the potential impact of the faculty development movement and launched a program to provide facilitators to assist more then 40 institutions in developing programs.[5] Also, in 1974, Change Magazine published a position paper "Faculty Development in a Time of Retrenchment" by the Group for Human Development in Higher Education, which inspired a humanistic wave in the faculty development movement. It called to professors to develop "as persons in a human environment."[6] By 1978, the idea of staff development in higher education was designed to cover a wide range of activities aimed at instructional, personal, and organizational development. This surge of interest in staff development was accented at the community college level in higher education, due to its unique purposes. The "Open Door" concept which is unique to the community college, brings many types of students who enter through the "door" with skills from extremely competent to extremely poor. The general purposes mentioned run from the transfer, general education, vocational, and refresher curriculums. Therefore, the divergent student populations entering

the community college and the broad range of curriculum create many demands and challenges to today's teaching staffs. It is no wonder that staff development programs are essential for the survival of the community college. While most programs in staff development recognize the development of all staff members, most of the written research has been directed toward the teaching faculty. Among the most single reason given is that the teaching staff is the greatest resource of the community college and its most significant investment.[7]

> "Involvement in teaching improvement will provide new professional impetus and pride for many faculty members, especially those discouraged faculty suffering from lessening enthusiasm for teaching, boredom with the same teaching schedule and preoccupation with future job expectations."[8]

In summary the general purposes of staff development programs are:

1. to improve the quality of educational services provided to students.
2. to give staff opportunities to change and develop as the community college mission and purposes change.
3. to promote understanding of characteristics, both cognitive and affective, of the "new" non-traditional students.
4. to foster professional variety and personal growth.
5. to present new ideas and methods of teaching; especially, those institutions who are suffering from lessening enthusiasm, boredom, or burn out.
6. to orient new full-time and part-time instructors and also to re-orient experienced teachers to new philosophies.
7. to improve competence of all college personnel.

To be effective these programs require environments receptive to change; programming that is institutionally integrated and oriented; program execution that is comprehensive dynamic; cost effective and which can be evaluated and; activities that are pragmatic and action oriented.

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CHAPTER II

CASE STUDIES

The following case studies represent the general purpose of this paper. To determine what strategies are presently being employed throughout the State of California in resolving, through staff development, certificated staff who are non-productive in the classroom. By identifying these practices, this author will give his assessment of each program; then make a recommendation for a community college staff development program addressing the problem of non-productivity in the classroom.

The following questions were asked of the participants in the interviews:

1. What type of Staff Development Program does your college employ?
2. Have you identified staff who are non-productive in the classroom?
3. What do you feel is the cause of their non-productivity?
4. What solutions does your school provide for these staff members?

The colleges were chosen because of their difference in size, location, organizational structure, and level of staff development. One of the colleges had recently hired a new President and Dean of Instruction, two were established community colleges with limited funding for staff development, and two had established staff development programs which were models in the State of California. Four of the schools were utilizing individual development programs listed in Jim Hammons and Gorden Watts, "Staff Development in the Community College: A Handbook" as reported in

June of 1978.[1] Two of the schools were very innovative and unique due to the commitment by the institution for total staff development.

COLUMBIA COLLEGE

Columbia College is a small community college (Enrollment 2,976) which serves several mountain communities in the Mother Lode Country in Northern California. Its parent college is Modesto Community College. Columbia one year ago hired a President and this past summer employed a new Dean of Instruction. The past staff development program was basically non-existent. Under the new administration, a comprehensive staff development program is being initiated. Much of their present efforts has been in the area of management development, but several concepts have been explored and are ready for implementation in certificated staff development. Already in existence were sabbatical leaves, travel money for conferences for the teaching staff, faculty workshops for each semester; but being added to this are a series of training films for staff awareness, teaching strategies for the new students in our community colleges, etc. Also, when asked "What are you doing for the non-productive teacher," the response was making recommendations that would be appropriate to the respective teacher's needs. When asked if money would be provided for additional training for that teacher, the president responded that he has established a fund whereby tuition or fees for proper training could be paid for by the District.

In assessing this program, it is refreshing to see a new president willing to put money aside to assist faculty in needed areas. It was, also, unique to find a school using films to small groups of faculty

members to improve instruction techniques. The school, however, is not pleased with the identification of its non-productive teacher. Finding reliable data with the many variables involved in teacher non-productivity is overwhelming, but this school is seeking out ways in which to make this identification possible and have follow-up methods for improvement of its staff.

VICTOR VALLEY COLLEGE

Victor Valley College is a small rural community college (Enrollment 3,300) serving several small communities in the High Desert of Southern California. In its administration there has been relatively few changes over the past six years. Their staff development program presently consist of the following: travel funds for faculty to attend professional meetings, workshops, or to visit other colleges to investigate teaching strategies and review curriculum development; sabbatical leaves; providing a liberal professional growth plan, whereby faculty can receive credit for any related activities for their professional enrichment; the selecting of two faculty to attend the state "Great Teachers Seminar"; and the granting of opportunity leave for those who want to, but which could be beneficial to the faculty member in his or her classroom presentation once the individual returns. A unique plan in addressing the non-productive teacher, Victor Valley College has established a staff research coordinator in its Assoc. Dean of Instruction. His main task is to identify by means of statistical data teachers who are non-productive. Then the Office of Instruction will make observations of identified staff, review student reports, and make an appointment to review all relevant

data with the instructor. At this time a professional growth plan will be established for the instructor. The appropriate Dean and the faculty member will then sign the agreement and there will be follow-up checks made by the supervising Dean and at the end of the agreed upon time an evaluation of the program will be made by both parties.

In assessing this program, one can observe many of the traditional methods of individual improvement. However, by signalling out teachers to attend a conference called "Great Teachers Seminar" one sees rewards for outstanding faculty which, one would think would provide impetus for faculty competition and therefore overall improvement in the institution. On the other hand, by better use of the evaluation process to assist teachers to become better instructors with built in methods and evaluation is what staff development is all about. These two dimensions make the Victor Valley program worth mentioning. At this time, limited funding is available for the college staff development program.

MT SAN JACINTO COLLEGE

Mt San Jacinto College is a small college (Enrollment 2,832) serving several communities in Central Riverside County in Southern California. Mt San Jacinto, amongst the small community colleges in Southern California, has been known as an innovator in community college education. In the staff development program at Mt San Jacinto a staff development committee has been established. Any activity related to staff development must be submitted and approved by the committee, by a 3 to 1 vote. The structure of the committee is; two administrators, two faculty members, and both groups with an alternate. One of the functions

of the committee is to approve all professional growth plans for the faculty. Professional growth is defined as any activity that relates to the dicipline in which the faculty member is currently employed. This committee approves conference request, visits to other schools, considers and recommends sabbatical leaves, and the like. One unique thing this group does is to take recommendations from the Faculty Senate on campus, which identifies teachers in need of professional assistance. The Faculty Senate, made up strictly of faculty, polices its own to assure students of quality education. This group will justify to the Staff Development Committee the reasons for its recommendation and possible solutions the identified instructors can employ for being more productive in their classroom. This has been an established and workable practice. The Staff Development Committee is part of the Mt San Jacinto teachers' collective bargaining contract.

In assessing this program, one can see that Mt San Jacinto is taking steps to identify instructors who are non-productive and making positive plans to assist the instructor. The Staff Development Committee does have a weakness from my observation. If a controversial plan is submitted to the committee there has been times where faculty and administration have been at odds with each other and the plan has been deadlocked. The procedure from that point is that it goes to the president. This does put the president in an awkward position. Funding is very limited to the Staff Development Committee at this time.

SADDLEBACK COLLEGE

Saddleback Community College is a large community college (Enrollment 14,380) serving a large portion of Orange County. The school consist of two campuses, one being designated as Saddleback and the other known as the North Campus. The staff development program is very structured and the school has made a definite commitment to the staff development program. Saddleback is on the 160 day teaching year, which is one of the pilot programs for the State of California. Therefore, fifteen days are set aside each year for staff development. The Dean of Student Services is assigned as the administrator of this program. Common activities for their staff development programs are: pre-service activities; workshops; seminars; leaves; travel; sabbaticals; and teaching exchanges. Their programs take place both on and off campus. They include their faculty in all levels of staff development; planning, implementation, and evaluation. Their staff development plan goes beyond the individual and includes college goals and objectives. The manner in which this is done, the college conducts self studies and need analysis which then establishes mission, goals, and objectives for the college. These studies are done by well structured questionnaires given to each faculty or committees are established, as would be done in the accreditation process. Master plans are established for enrichment or refresher studies by a faculty and administrative committee. Saddleback developed a large budget for staff development, but with Prop. 13's passage it has been greatly reduced. But this college has established consortiums and centers for staff development with another community college, two secondary schools, and two business and industry

schools. In this way the schools can achieve what they cannot individually. This past spring, Saddleback initiated a "Media Fair" which gave faculty an opportunity to meet with a variety of vending companies and to become familiar with new matterials and instructional equipment. Presentations were given by textbook venders, software venders, and there was a new hardware display and the hardware was demonstrated by many of the Saddleback faculty.

This program, by far, is a superior program for staff development. There is an organized process by which the needs of the faculty are searched out. The institution appears to go through a renewal process each year because of staff development. The only draw back of this program to date is the fact that in the fall five days are set aside for development, then ten days are set aside for the spring. In asking Dr. Steinke, "How do you keep the groups motivated for ten days?" he stated this is a very difficult task and that this coming spring change will have to be made.

DE ANZA COMMUNITY COLLEGE

De Anza Community College is a large college (Enrollment 22,109) serving the Foothill-De Anza Communities. It has the philosophy that staff development is both for managers and staff members, and this activity should be a basic college function. The staff development office, was headed by a full-time coordinator but after Prop. 13 cuts the individual in charge wears several hats. The staff developer helps divisions and areas make development plans, chairs a staff development advisory committee, publishes a newsletter on developmental activities at De Anza and other colleges, and is in charge of the evaluation process of the various aspects

of the program.

The program is highly successful because of the extensive participation of all the constituent groups on campus. Advisory committees play a major role in assessing staff development needs, approving developmental plans and evaluating results. When development projects emanate from the interest of the staff itself, then the likelihood of positive outcomes is much greater.[2]

De Anza offers numerous workshops and seminars on topics such as collective bargaining, assertive communications, and meditation. Also included in the comprehensive professional growth policy are faculty travel; publications, which are know as articles for fun and bucks. They have used local faculty to share different teaching strategies in their classrooms. For example, a teacher who was successful at De Anza in teaching psychology used his teaching strategies and presented to the faculty a unit on biology. They have experimented with departmental camp-outs. On occassion several disciplines would have a camp-out together, and at those camp-outs they would discuss curriculum development, goals for the college, etc. A side benefit was that many faculty really were able to get to know each other which turned out to be a real asset for the school. Another concept was to establish week-end retreats at the home of the college president. This consisted of several faculty members conducting informal meetings at the president's home to discuss various problems on campus and work out realistic solutions. In the evening the groups would go to their respective homes and return the next day to finalize any loose ends and make a time line for implementation. Finally, a budget of over $50,000 was established for use by an innovative committee or for the use of retraining faculty who may have been burnt out in a discipline or where a department had been impacted with staff.

Overall, I believe this is the most comprehensive staff development program in the state. This is mainly possible due to the commitment of the college president, deans, faculty, and classified employees. Much of the time spent on these projects are volunteer hours. De Anza is on the traditional school 175 day calendar. Its ideas are unique and innovative. This is by far the program to use as a model in developing a staff development program.

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CHAPTER III

RECOMMENDATIONS FOR A COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAM

From the case studies presented one can see many types of staff development programs. They differ in regard to patterns of administrative organization, scope, variety, and extent of supporting resources (both funding and personnel), source and degree of interest in programming and outcomes.

Staff development programs should consist of three facets: (1) Instructional development, which involves instructional problem-solving, instructional evaluation, diagnosis, microteaching methodology/technology, instructional design; (2) Organizational development, including departmental decision-making and conflict management, team building and management building; (3) Personal development through life planning workshops, interpersonal skills training, personal growth workshops, and support and theraputic counseling.[1]

For a successful College Development Program addressing the non-productive staff member a college must have an extensive evaluation procedure so that those faculty who are designated as non-productive have an understanding of areas they need to improve. A proper evaluation system should include administrative observation, faculty review, as illustrated in the case study report on Mt San Jacinto College, student evaluations, and self evaluations. The primary focus of teacher evaluation should be on the teacher's documented plans and resources employed in seeking to achieve

the learning objectives with the fullest consideration of relevant factors regarding students institutioned context, subject matter, and an assessment of one's self as an instrument of practice. In an environment of recognition of teaching as a practicing, scholorly, and improvable set of skills, teaching assessment, teaching clinics, and teacher development become an intergral part of a pervasive climate. In an environment of sharing, rewarding, and supporting teacher development even classroom visits can be defined as a communal rather then administrative action.[2]

Productivity is a complex concept having several definitions. Quite a few analysts equate productivity with efficiency, although this definition does not clarify very much until it is broken down into four components. The economic component involves turning out the right product to meet the demands of the economy. The second component is technological: effectively using raw materials and reducing waste in the educational process. Controlling and distributing the tax burden so that the cost of education is bearable and shared fairly composes the fiscal component. And the fourth component is reducing the social inequalities among various cultural groups. Other definitions stress the qualitative aspect--increasing student's learning. Others feel productivity means fulfilling the community college mission of a comprehensive post-high school education. But the most satisfying definition is "increasing the quality and quantity of learning and personal growth while being cost effective."[3]

After the identification procedure has taken place, the college must have a serious commitment to staff development, as illustrated in the case study reports on Saddleback and De Anza Community Colleges.

Not only a commitment of personal but of financial support. In Florida; for example, the state annually appropriates funds for staff development equivalent to two percent of the total budget for all community colleges. In the case studies, one observes that Columbia and De Anza Community Colleges have set aside funds to assist that teacher identified as non-productive. The monies would best be spent on researching more efficient ways to present the existing curricula to current students and creating new programs and courses designed to attract and teach the so-called non-traditional students.

A key factor in assisting the non-productive teacher is making these faculty members feel they are partners in productivity efforts not victims. The Faculty Senate concept as reported in the case study on Mt San Jacinto and the full faculty involvement in staff development programs at Saddleback and De Anza illustrate this concept. Identified faculty members in need of improvement should have participatory rights in developing their staff development program, along with the supervising administrator. The Victor Valley College model serves as a good resource for faculty imput in a professional growth plan.

Types of activity which are commonly recommended for non-productive staff are: tuition payment for graduate work, especially directed toward courses that would upgrade knowledge in specific disciplines, personal assessment courses, and courses on innovative teaching strategies; the use of videotapes of an instructor in an actual class presentation, with a peer review along with instructor, provides many insights into the improvement of delivery technique;workshops or seminars on the development of course objectives and outcomes have been proven to be effective in

productivity in the classroom. Other types of informal workshops that have been fruitful in the development of productivity in the classroom are: faculty leaders discussing values about teaching and learning; developing a shared vocabulary for talking about teaching; increasing knowledge about research on teaching; mastering specific skills of communication; examination construction; and so on.[4]

Many of the sessions mentioned above are aimed at motivating faculty toward teaching improvement, encouraging the sharing of experiences and philosophies, and other matters of attitude and motivation. The use of classroom vignettes can also be used to stimulate discussions and many schools have found these discussions to be intense and most participants feel the sessions have been effective.

Other skills that should be addressed are such skills as clarity of lecturing, involving students in discussions, questioning patterns, and other presumed components of effective teaching.

If training for the non-productive teacher is required, it will reach those who need it most but coercion may produce resistance; however, flexible and voluntary activities may not meet the conditions required to produce learning. Therefore, for any productive training the objectives must be clear, opportunities must be made for relevant practice, feedback on practice efforts is essential, continued suggestions for improvement and then more practice. Effective training of this kind demands hard work from the faculty, just as effective teaching requires hard work from the students.

In summation, for a successful staff development program addressing the non-productive staff member there must be:

1. A total commitment from the college administration, faculty, and students.

2. Funds must be set aside for such a program.

3. Active participation for identification of productive and non-productive instructors.

4. An assessment of the needs of the identified non-productive instructor.

5. Participatory decision by instructor and supervising administrator to the types of programs necessary for improvement.

6. Active participation on the part of the faculty member in a variety of programs sponsored by the college and/or recommended courses in graduate school.

7. Encouragement and follow-up evaluations on the part of the administrator.

In the author's opinion, if these steps are followed there will be marked improvement on the part of the non-productive staff member.

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